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ABSTRACT

This report on the status of SEARCH provides information about its beginnings, funding considerations, case studies of project success, evaluation methods, and application and testing of SEARCH in a number of school districts throughout the state of New York. Project SEARCH is geared to humanizing education by making students aware of the values that underlie their own acts and the acts of others and the consequences of holding those values. The aim of SEARCH is to develop ways to teach children, K-12, to make choices on the basis of reason, emotion, and research. Major objectives are to help students develop reasoning skills; recognize feelings and emotions, with an implication of their importance in determining thought and conduct; examine issues from different disciplinary approaches; and know and apply the steps on the valuing process. The underlying philosophy of SEARCH is that the integration of the arts and the humanities with science and technology is a powerful educational tool. (Author/JR)

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project search

PROGRESS REPORT
1972 - 1973

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PROJECT SCHOOL DISTRICTS:

FONDA - FULTONVILLE

FREDONIA

GREECE

MILLBROOK

NEW HARTFORD

ST. FRANCIS deSALES

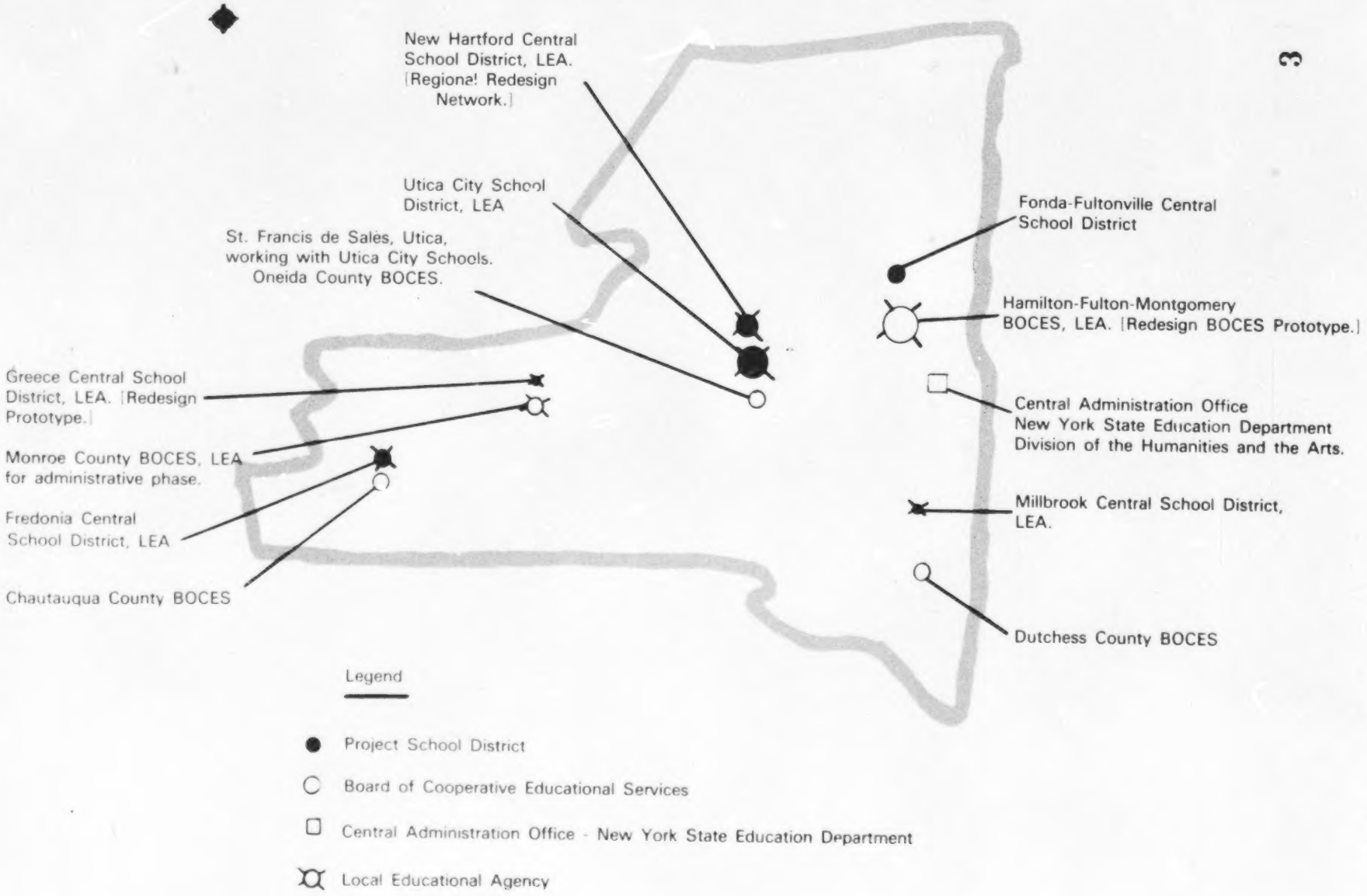
UTICA

2

PARTICIPATING AGENCIES:
New York State Boards of Cooperative Educational Services
The New York State Education Department
with financial support from the JDR 3rd Fund
and
Title III of the Elementary and Secondary Education Act

EB6 800 05

Geographical Location of Project SEARCH Participants


New Hartford Central School District, LEA. [Regional Redesign Network.]
Utica City School District, LEA
St. Francis de Sales, Utica, working with Utica City Schools. Oneida County BOCES.
Fonda-Fultonville Central School District
Hamilton-Fulton-Montgomery BOCES, LEA. [Redesign BOCES Prototype.]
Central Administration Office New York State Education Department Division of the Humanities and the Arts.
Millbrook Central School District, LEA.
Dutchess County BOCES
Greece Central School District, LEA. [Redesign Prototype.]
Monroe County BOCES, LEA for administrative phase.
Fredonia Central School District, LEA
Chautauqua County BOCES
Legend
Project School District
Board of Cooperative Educational Services
Central Administration Office - New York State Education Department
Local Educational Agency

PROJECT SEARCH

PROGRESS REPORT

1972-73

TABLE OF CONTENTS

A Preliminary Definition 1
A Case History 1
The Origin of the Project 2
The Consortium 3
Umbrella Objectives 4
Valuing 5
The Method of Valuing Exemplified 5
The Funding of the Project 6
The JDR 3rd Fund 7
Educational Materials 7
Evaluation 9
Self-Evaluation of the Districts 10
. Fonda-Fultonville 10
. Fredonia 11
. Greece 14
. Millbrook 14
. New Hartford 15
. St. Francis de Sales 15
. Utica 16
Now and the Future 17
Supplementary Reports 18
. Arts in SEARCH 18
. Evaluation 19
. Instructional Materials 20

A PRELIMINARY DEFINITION

The name is Project SEARCH, but the name is misleading for it is no longer a project. It is a way of learning. It encompasses, or has plans for encompassing, every level of education from kindergarten students to college deans, from elementary school principals to district superintendents. The effort is geared to humanizing education by making students aware of the values that underlie their own acts and the acts of others, and the consequences of holding those values.

The aim of SEARCH is to develop ways to teach children, from kindergarten through twelfth grade, to make choices on the basis of reason, emotion and research. It vigorously tests the results of these ways of teaching to verify their effectiveness. It disseminates its findings.

This paper is a report on the status of SEARCH since it had its conceptual beginning in a statement made by the Regents in March, 1970. Because of the complexity of SEARCH, perhaps it could be best illuminated at the outset by

A CASE HISTORY

Lisa Blanchfield was 15, a ninth grader at Ralph Perry Junior High School in the New Hartford Central School District, one of the seven pilot districts in the project. Lisa's father was a major in the Army Reserve. She was on the student council and in John McNair's English class. The class was involved in a program, using slides of great paintings and companion quotations, as examples of man's humanity and inhumanity to man. As a part of deepening their awareness, students had to list three examples of how people they knew, or they themselves, were inhumane. By use of a "valuing process," which will be explained in detail later in this report, the students, in groups of four, decided how to act on their findings. The students had to try to rectify one of their own three transgressions, the group deciding which one. It would not be enough for a student who shoved people while boarding a bus to say he'd quit shoving. In that case it was decided he should be the last to board the bus for a week, letting everyone get on ahead of him.

In Lisa's case the transgression was littering and sloppiness at home. So a recycling project for her own trash was suggested as her way of doing something about it. Being on the student council she carried it further, organized a recycling project in school -- separation of cans, glass and paper -- which was a notable success. She followed up with a community-wide effort which was launched after students brought home a questionnaire to their parents on joining a recycling program and received a heavily positive parental response.

The community recycling effort was assisted by Lisa's father, who succeeded in involving the Army Reserve and the Boy Scout troop that the Reserve sponsors. A brewery donated cardboard barrels for glass pickup. The New Hartford Highway Department contributed a truck, a driver and two trailers to collect the trash, and recycling came in a big way to New Hartford. Door-to-door pickups are now a monthly event. The average family which recycles all its paper, glass and cans, contributes four fewer tons

of trash a year to land pollution. In New Hartford, given this statistic and full community-wide response, it could mean 100,000 fewer tons a year.

The success of the project has been reported in ecology magazines; the system has been picked up by students and civic minded citizens in nearby Sauquoit and Utica and also in a town in New Hampshire. Since this happened, Lisa also conducted a contest in school to see which homeroom could collect the most books for prisoners in the Elmira Reformatory. The collection has amassed thousands of books. Teacher McNair said of Lisa that "She tends to be more concerned with humanitarian issues than most students her age, but what she got out of this whole thing is an answer to the question, 'What can I do about the problem?' "

This is a success story that is tangible, documentable and which altogether delights students, teachers, and managers involved in Project SEARCH. It is a principle realized, an idea bearing fruit and is precisely what the Education Department had in mind when they initiated SEARCH, which takes us back to

THE ORIGIN OF THE PROJECT

The Regents brought the concept of SEARCH to light in a statement of policy and of proposed action, their position paper entitled Humanities and Arts in Elementary and Secondary Education. In a foreword, State Commissioner of Education, Ewald B. Nyquist, used the key phrase in his opening sentence: "We must strive to make the teaching and learning process more humanistic. By this we mean to stress education which emphasizes the importance of man, his nature and place in the universe; teaches that all persons have dignity and worth; studies man's accomplishments, especially those that tend to enrich the quality of life; and searches for the means to repair our savaged environment, to satisfy one's emotions and aspirations, and to develop a personal lifestyle. We need to increase humanistic concern in order to redress the value imbalances of a technological and material-oriented society."

The position paper itself began: "The Regents are deeply and increasingly concerned that more emphasis be placed by the schools of the state on those aspects of learning and of human experience that promote a sense of community and that give life ultimate meaning and delight . . . Too many of our younger generation are becoming joyless strangers. The Regents are convinced that many of the ills of society stem from the value rootlessness and the boredom associated with contemporary life. We believe that a special opportunity exists in the humanities and the arts to provide the leadership needed for a true educational renaissance in our school system . . . We believe that the curriculum can and must be examined with an eye toward turning students "on" - enabling them to seek realistic solutions to problems of hunger, race, poverty, war and environment, in their search for a better order."

A solution: Project SEARCH, an acronym for Search for Education through the Arts, Related Content and the Humanities.

"One of the Regents' top priorities," the paper stated, "is to develop an effective process to assist local school districts in redesigning their curriculums. We are ready to utilize the humanities and the arts to demonstrate an increased emphasis on the study of individual and social values, and on developing each

individual's creative capacity. Projects will attempt to channel widespread student unrest and alienation into a search for individual self-control and positive social change."

If the Regents were cognizant of the need for a profound response to the violent protest movement on the nation's campuses in the late 1960's, they were just as deeply attuned to the changing nature of the students themselves, and spoke of the use of community facilities and insititutions, new educational materials, the media and the arts, all in new and more contemporaneously meaningful ways. "Youth," the paper stated, "will sharpen their senses through the use of light, sound, color, form and motion, satisfying today's strongly expressed quest to "feel" as well as to "think" and preparing for the extensive amounts of leisure time that will confront our population as the predicted decrease in working hours develops."

Project SEARCH was then outlined by the Regents in brief, seminal paragraphs. It was not merely academic rhetoric. Commissioner Nyquist pointed out in the foreward that the proposal for demonstration projects was included in the Executive Budget of the Governor and he urged the legislature to approve the proposal at its 1970 session.

The proposal was not funded at that session because of an extraordinary fiscal crisis, but it was funded through the federal Elementary and Secondary Education Act, Title III in 1971, paving the way for the creation of

THE CONSORTIUM

In September 1971, key figures in the State Education Department's Division of the Humanities and the Arts met for the first time with educators who would be involved in Project SEARCH. Seven school districts had been selected as pilot areas for the project: Fonda -Fultonville, Fredonia, Greece, Millbrook, New Hartford, and Utica, and a parochial school, St. Francis de Sales, also in Utica. The seven were representative of rural, suburban and urban areas. Nonpublic schools in Greece, New Hartford and Millbrook are also participating in the teacher workshops conducted by the Project SEARCH public schools.

The project school districts fell within the regions of five Boards of Cooperative Educational Services [BOCES]. These Boards located in regions throughout the State provide shared services -- for example, instruction for handicapped children, reading specialists, occupational instruction, performing arts, etc. -- to several schools [two or more] none of which could afford such services individually.

The seven pilot districts, the five BOCES and the Division of the Humanities and the Arts [five of the Division's 17 people full-time on SEARCH] made up the Consortium agencies. Their representatives now form the voting membership of the policy making Statewide Coordinating Committee of Project SEARCH. Educational consultants from various state agencies and higher education institutions aid the Committee in its policy decisions.

Throughout the rest of 1971 and most of 1972, the meetings of the Committee were largely devoted to defining the objectives of SEARCH, but also to the establishment of a management system and a design for evaluating achievement. The funding for the planning was obtained from Federal, State and private sources, and will be discussed in detail later in this report.

The Central Administrative office of SEARCH was, by Federal recommendation, established within the Division of the Humanities and the Arts, of which Dr. Vivienne Anderson was then director. The Statewide SEARCH Coordinators are William R. Clauss, Coordinator of Humanities Education Development and Dissemination, Jerrilee Bunce, Coordinator of Multi-Arts Development and Charles J. Trupia, Coordinator of Training, Management and staff. Elliott Masie is Research Consultant and evaluator and Mary Daley is Research Consultant on Instructional Resources.

It became immediately evident during the planning stages that the school districts would develop their direction under the SEARCH guidelines in diversified ways, according to needs and capabilities. The cementing of relations between the districts and BOCES, beyond what already existed, was also fundamental to success. The aims of the program were enormously complex, especially so at the outset of the planning, and it soon became obvious that overcomplexity of aim would inhibit progress. And so after months of planning sessions, the aims were reduced to what are now called the project's

UMBRELLA OBJECTIVES

The original list of objectives was drawn up by the Coordinating Committee with the aid of educational and behavioral experts. At the outset the objectives numbered 56. This was reduced to 32 and for the project's first year to 16, and now [1973-74] has been reduced to four.

This decision was the result of early appraisal by the Coordinating Committee of the difficulty the districts were having in coping with the complex evaluation system through which the aims were to be tested. The system made such demands as this: "At least 75% of the participating teachers or groups of teachers will design, implement, evaluate and, if necessary, revise at least five different learning experiences to engage students in reasoning processes."

The Committee discovered that objectives stated in this manner became counting process insufficient for determining the quality of the new methods. William R. Clauss, SEARCH's Coordinator of Humanities Education Development and Dissemination, said "We saw that we would not be able to tell other schools in the state which of the learning experiences were most successful, most general, most applicable, most valuable. We discovered we lacked the method for discovering qualitative results." It was at that point that the objectives were reduced from 16 to four, all four being components of the key goal, "humanizing education." The four objectives are the development in students of these elements:

- Reasoning skills, such as comprehension, interpretation, the use of deduction, induction, and synthesis.
- Affect, in its psychological usage, which Webster defines as "feeling, emotion, and desire, with an implication of their importance in determining thought and conduct."
- Interdisciplinary approaches, which means that the student must relate at least two disciplines or two processes in understanding concepts [for instance, using poetry to illuminate a social issue], or must apply one general concept to more than one subject.

Deserving of a fuller explanation is the fourth aim, which is called

VALUING

There are six steps in the valuing process as SEARCH uses it:

-- Recognition of the need for choice.
-- Identification of alternatives.
-- Analysis of alternatives in the light of possible consequences.
-- Free choice among the alternatives.
-- Translation of the choice into behavior.
-- Reevaluation of the choice in light of new experience.

The process is an approach to values which is as practical for second graders, and has been so proven, as it is for high school students. It has been carried out successfully at all levels between these poles. The underlying principle is that a person is the sum of his choices, and that as early as possible he should become aware of this and aware also of how he makes choices, both consciously and unconsciously. SEARCH's objective is to build this method of learning into all schools eventually; and it sees the inevitable consequence of this as a thinking population that would make its choices on a more informed, less impulsive, more intelligent, more responsible basis. The process is totally fluid, as applicable to machine shop and athletic choices, as it is to social studies, or to everyday situations met in the home and community.

A behavioral consultant has designed a discussion guide through which the students, teachers, and participating parents come slowly, and on their own, to an awareness of how the valuing process works. At the outset the books are passed among the members of the groups, each of them reading one short page, then passing the book to the next individual. The process will come clearer if we take a look at

THE METHOD OF VALUING EXEMPLIFIED

The group member reads this paragraph aloud:

"A young student is required to pick an academic program for the coming years. His parents want him to enter a professional school in order to assure them that he will be financially successful in the future. His teachers and guidance counsellors have told him repeatedly that his general performance probably is not high enough for admission to professional school. The student himself is not certain of whether or not he wants to continue in any form of formal education. He has many musical skills that give him a great deal of satisfaction and has been offered a job with a theatre company for the coming year."

On the next page the individuals studying the valuing process, in groups of four, are asked to make a list of some alternative decisions the young student faces. At least two in the group must support the alternative in order for it to be listed.

The alternatives established, the group members are led, on the next page, into discussion of the consequences of each alternative, such as long-term security, personal pleasure, chance of success, effect on parents, immediate rewards, and more, if they can think of them.

As the book passes around the group, there comes the comparison of the alternatives, judging the results each offers. This is arrived at by ranking the alternatives in terms of their value to the student. A blank chart is available for each individual to easily list the alternatives and rank them 1, 2, 3, 4, in preference. He then totals up his numerical rankings for a synthesis of the information and finds which of his choices is most preferred. He then has made a decision in a mechanical but still meaningful way.

This example is only one of an infinite number the format allows. In a companion SEARCH book, created for the Project, like the others, by Dr. David S. Abbey of Evaluation Research Limited, Toronto, Canada, Abbey writes: "While many objectives have been stated for all the cooperating schools as a whole [so-called "umbrella objectives"] it is clear that each participating school and each participating teacher may be working out unique approaches to reaching these objectives."

And so this book, called Developing Instruction Objectives: a Teacher's Guidebook, used as an adjunct to the other three, is directed toward innovative teaching styles, new approaches to community resources, and new or increased attention to the goals of education and the needs of students.

The notion of innovation, writes Dr. Abbey, is already well under way and innovators in Project SEARCH are not likely to run up against opposition; for the project "has been established by practicing teachers and state officials and has received enthusiastic support of all levels of administration -- a fact that can greatly enhance the chances of success when changes in classroom practices are attempted."

The revamping of methods and minds, the need for new materials with which to illuminate the new ideas, the need to prove that the innovation is valid and not merely an educator's pipe dream, requires enormous amounts of time and therefore substantial financial support, which brings us to

THE FUNDING OF THE PROJECT

The first SEARCH grant was for $5,000 for planning after a preliminary proposal for the Project was approved, in the spring of 1972, given under Title III of the Federal Elementary and Secondary Education Act, which allocates funds to innovative and exemplary programs. The funds are disbursed through the State Education Department's Center for Planning and Innovation.

In June, six separate grant proposals totaling $396,075 were made by ESEA Title III to the SEARCH pilot school districts, plus another proposal, totaling $41,800, for the SEARCH central administration, the agency doing comprehensive planning. These grants were awarded and then extended to cover activities through September, 1973. The ESEA Title III grants are renewable annually.

Other sources of support have been these:

- The State Education Department, through its staff and facilities.
- Local school districts, whose administrators released key personnel during school time to attend workshops and planning sessions related to SEARCH and, in some cases, allocated funds.
- BOCES, which from the beginning has given personnel and facilities to aid in planning and development of the project.
- The National Endowment for the Humanities, which has provided the services of experts to the Greece and Millbrook Central School Districts through its National Humanities Faculty.

The financing of the 1972-73 year, in the main, has been as follows: ESEA Title III, $396,075 plus $41,800 for the Central Administration; Project school districts, through funding allocations and staff time and facilities, $268,538; the JDR 3rd Fund, $82,350; the New York State Education Department through allocation of staff time and facilities, $45,000 and BOCES of Hamilton-Fulton-Montgomery counties, $15,338, for a total of $785,949.

This breaks down, among the 9,094 students and teachers involved in SEARCH the first year, to $86 per participant.

Deserving of further explanation in the funding of the project is the

JDR 3rd FUND

The JDR 3rd Fund has an especially vital interest in projects which integrate the arts into general education. Many preliminary discussions had been held with the Fund about plans for Project SEARCH. Beyond their funding support, SEARCH benefits from the expertise of their staff, headed by Ms. Kathryn Bloom, and the developments in their other projects in various parts of the country. In May 1972, it funded the first planning conference, which covered evaluation of the SEARCH learning experience and the use of new, creative instructional materials, with a grant of $14,000. The idea for the conference to help districts plan their proposal came after Vivienne Anderson and William R. Clauss of the Division of the Humanities and the Arts approached the JDR 3rd Fund with a request for a grant to help carry SEARCH through the planning period. Some 64 participants in that early conference confronted the problem of how to give the spirit behind the idea of SEARCH a concrete reality. The conclusions reached at the conference led to the reduction of the project's objectives to the first year's 16 and to the restatement of the objectives in behavioral terms in order to make the evaluation of their success, or failure, more meaningful.

A second grant, for $25,000, was given to SEARCH by the JDR 3rd Fund in 1972 for the further development of instructional materials and evaluation procedures. This money made possible the Valuing guide previously described, and another work by Dr. Abbey, Developing Instructional Objectives, plus the purchase and workshop demonstration of CEMREL and MATCH instructional materials, which are discussed in more detail below.

Late in 1972, a third grant, for $40,400 continued both instructional material and evaluation work and permitted the addition to the central administration staff of a full-time consultant working in evaluation. The JDR 3rd Fund is also represented at all major SEARCH management sessions.

The Fund seeks to integrate the arts into general education and while this has been present in the development of SEARCH, it is now being greatly intensified. But the Fund's indispensible contributions to SEARCH's progress to date have been in the two areas already mentioned. We will touch first on

EDUCATIONAL MATERIALS

One developer of the new study materials, CEMREL Inc. of St. Louis, described its products as a curriculum resource in aesthetic education. Another manufacturer, American Science and Engineering

of Boston, says the products it makes under the name of MATCH, are multi-sensory units in social studies. Both CEMREL and MATCH materials are being used in SEARCH project schools.
"The outcomes of aesthetic education," says CEMREL, "will be [the students'] personal responsibility for choices relative to their life styles, and responsibility for what they prize or reject in our society. The end goal...is not to train them as architects, painters, writers or filmmakers [though it might lead some students in those directions] but to heighten those vital sensitivities enabling individuals to make informed judgments about things which matter to them".
The materials are grouped according to creative process, arts elements and the physical world, with such aims as these:

- To use card decks to select dramatic characters and setting and to link a series of incidents to create a simple story.
- To express visual points of view through use of viewfinder and camera.
- Through a film and recorded sounds to encourage students to notice the sounds and movements they make every day.
- Through records of musical and percussion pieces to discern and identify meters.
- To become aware that all things in our world have shape and that shape can be categorized, and that inside, outside, texture, color, volume and size are also aspects of shape.

13

The various packages can be used by individuals, small groups or the entire class.
The social studies MATCH materials come in three kits: The City, which includes 16 sets of activities covering up to three weeks of study and illuminating the city and its varied life for the students; the Japanese Family, in which students are assigned specific family roles and learn how the Japanese live, what they own, what their history and manners are, with a film to reinforce the new knowledge; and the House of Ancient Greece, a replica of the actual city of Olynthus which introduces children to an ancient Greek household as well as illuminating archeology as a tool for learning.
Apart from the use of these materials, the project schools themselves are also developing learning tools, each school in its own way. These will be assessed in the coming year and the best will be fanned out into the entire SEARCH system. What is also to be explored is the need for tools which do not exist in the schools. If they can be acquired, they will be; if not, then they will be developed, if deemed essential. The point is not to hobble the students and teachers by trying to make them build new modes of learning with obsolete tools. The JDR 3rd Fund has provided funds to employ a full-time consultant, Mary Daley, and a secretary, to coordinate all aspects of the materials program.
A conference to evaluate all the discoveries and all the needs that relate to materials is also planned. This is one of the absolute essentials in the project; for nothing can be viewed as universally useful unless it holds up under the closest possible scrutiny, which is what the JDR 3rd Fund, along with Federal funds, has also been instrumental in developing, that is

EVALUATION

The evaluation of any developmental program is essential to prove its worth, but in such a project as SEARCH, where the goal is the humanizing of education, the most objective, most thorough and most rigorous procedures are doubly necessary in order to find out what is happening inside students minds, and in order to assess the impact of the project's aims on those minds.

The first step was the choice of comparison [i.e. non-Project] schools with students who matched project school students. The comparison schools would continue using their usual educational methods. Some 1,500 pupils in the control group were randomly chosen, then matched with project pupils according to grade level and the size of the school district. Demographic data and also the State Education Department's Pupil Evaluation Test in reading and mathematics were the basis for the matching. The assumption is that if the two groups are statistically homogeneous at the outset, then any new development in the students which parallels the aims of Project SEARCH will be the direct result of new methods of teaching and valuing.

Apart from the original tests used to select the control group, both groups are subjected to other tests, such as the Career Maturities Index, which measures student attitudes toward decision-making, and the Semantic Differential, an attitude study in which students react to selected concepts. All tests were used to provide "baseline data" for the evaluators.

The aims of SEARCH -- development of reasoning skills, affective learning, interdisciplinary approaches, and the valuing process, have a well-developed body of literature, but there is a limited number of instruments with which to evaluate them. And so the process of developing these instruments was a difficult one, and continues to be so. Involved basically are two levels of evaluation, one which assesses progress in the direction of the overall objectives by all project schools and a second which assesses additional specific aims of the individual project school districts.

Each school district develops its own unique pattern in pursuing its objectives, and consequently a unique evaluation system must follow. What became necessary was the formation of a method which would allow the evaluators to measure the progress of each but with a flexible and unified instrument package that encompassed all.

As was pointed out earlier, the evaluation system was designed early to conform to the first year objectives of the project. The same will occur during the project's second year, for already the streamlined evaluation system has proved to be insufficiently sophisticated for the Coordinating Committee's demands for ever more simplified, yet more profound illumination of qualitative progress. And so what is happening is that the evaluation process is in as dynamic a state of flux as the teaching and learning processes.

The evaluation of Project SEARCH is the effort of several groups of individuals. George Whitcomb, II and Elizabeth Baker from the Education Department's evaluation staff are involved in field visitations to the districts and serve as technical advisors and to the total evaluation effort. Each district appointed local evaluators to monitor activities related to their specific objectives. During the first year, Richard Carlson

and Frank Maas comprised the Project SEARCH evaluation team. They were responsible for submitting instrument proposals to the Statewide Coordinating Committee and carrying out the actual testing design. In the second year, Elliott Masie is coordinating the evaluation efforts of the Central Administration.

In addition to evaluating the specific objectives of the project, a process evaluation is carried out each year. This investigation looks for answers to these questions: What decisions were made? Why were they made? Were they changed? If so, when and why?

As Project SEARCH moves into its second year, the evaluation is taking on new dimensions. New instruments are being developed that will measure changes in students abilities in each of the SEARCH objectives. Video-tape techniques will be used to measure changes in student interaction. QUESTA II, an in-depth attitude study designed by the Educational Testing Service will be administered in several of the districts.

SELF EVALUATION BY THE DISTRICTS

The principle of permissive idiosyncracy is vital to the success of Project SEARCH and is evident in the following year-end reports from each school district.

FONDA-FULTONVILLE

A totally-elective English program was created here with such courses as Literature of Adolescents, Literature of Minorities, Youth Power, Sports in Literature, War in Literature, Struggle for Existence, Isolation of Man, Overview of Satire, and, of course, Shakespeare. The Social Studies Department in the coming year will be restructured to make it more elective than ever.

In the middle school the interdisciplinary method was established by bringing English, science, social studies and mathematics to bear on a subject, such as astronomy. The social studies segment would focus on space law as it now exists, the history of rocketry, the biographies of scientists. Science would touch on such matters as the use of astrolabes, telescopes, star charts. Mathematics would stress data gathering, scientific notations, data to show celestial motion. English would point up the need for language to document the information written by others, accurate language usage being essential to full comprehension. Creative work would be studied, science fiction stories and plays, Star Trek on TV.

At the elementary level "Interest Centers" were established through which pupils could, at their own pace, take a topic from the bulletin board in class, then go to the suggested learning materials and work on them alone. This is a system used in English primary schools but adapted to SEARCH aims. The subject matter of the interest centers changes every two or three weeks, when students have exhausted it.

Some 52 teachers brought SEARCH into the lives of almost all 1,000 students in the schools in the Fonda-Fultonville district.

FREDONIA

Fredonia is located approximately forty miles southwest of Buffalo in the heart of the western New York Concord grape belt. This rural-urban district includes approximately 100 square miles. The village, with a population of 10,000, is the home of the State University College at Fredonia and several seed and food processing industries.

The district serves 2800 students. All students in grades 3-12 are housed in our East Main Street campus located on the outskirts of the village. The complex consists of a new learning center in the middle of the campus surrounded by a high school [eight years old], a new elementary school, and a new middle school. [The new buildings, with movable partitions replacing conventional solid walls, enable us to adapt the interior of our building to meet the changing needs of the teachers and children in them.] Students in grades K-2 are housed in two "foundation" schools located in the village. They have been provided, with fine facilities and resources.

Specific Project SEARCH activities must be examined in the context of our general "multi-faceted" approach to curriculum improvement.

The overall goal of Project SEARCH is to develop and demonstrate innovative methods of "humanizing" education, or meeting the individual intellectual and personal needs of students. We do not believe that any single, or isolated means of curriculum improvement can be used to achieve this goal. For example, merely providing teachers with new "humanistic" education materials without properly training teachers in their use, will not ensure that they are used properly to achieve the goals of the school. Regardless of their good intentions, teachers locked into a rigid form of organization will not be flexible enough to meet the humanistic needs of their students. Therefore, we believe in simultaneously changing organization, using new materials, developing new program or content, and providing in-service education for teachers to achieve our educational goals.

In keeping with our philosophy of curriculum improvement, our major Project SEARCH activities are to:

1. Provide a wide range of humanistic in-service education experiences for teachers.
2. Increase our understanding of students and humanize learning experiences through the use of "learning style profiles".
3. Develop the "living/learning" mode of organization.
4. Use new humanistic education materials.
5. Develop new programs, course content, and special activities.

The following paragraphs describe the first three of these activities in greater detail.

INSERVICE EDUCATION

We cannot humanize the school program without changing the attitudes, perceptions, and skills of teachers through a wide variety of in-service education experiences. For example, we have developed and implemented a "confluent education" workshop for teachers. Confluent education is the term used

for the integration or flowing together of the affective and cognitive elements in individual and group learning. [For a good introduction to confluent education see: Human Teaching for Human Learning: An Introduction to Confluent Education by George Issac Brown.]

The affective aspect of education has received a great deal of long overdue attention in recent years. Unfortunately, this emphasis has often led to arbitrary or unrealistic separation of the cognitive and affective aspects of education, sometimes resulting in a neglect of cognitive learning. The basic objective of our confluent education workshop is to illustrate how the cognitive and affective aspects of education can be brought together in the classrooms of the participants in an intelligent and non-threatening manner. The workshop participants:

1] Develop an increased awareness of the importance of confluent education in their lives and the lives of their students.
2. Increase their personal development as process-oriented persons.
3] Increase their understanding of the literature of confluent education.
4] Develop techniques of confluent education to use in their classrooms.
5] Become familiar with materials available for confluent teaching.

They study topics such as: group dynamics, achievement motivation, encounter in the classroom, value clarification, organizational development, transactional analysis, ethnography, and inquiry processes. The workshop was very successful and will be offered again during the second year of the project. In addition to confluent education, we are going to offer the following humanistic education in-service experiences to teachers during the second year of the project: Using Learning Style Profiles to Humanize Education, Values in the Classroom, and Transactional Analysis. Resource units have been developed for each course.

LEARNING STYLE PROFILES

We must understand student's modes or styles of learning if we are to create humanized learning experiences for them. By "learning style" we simply mean the best way of learning for a particular child. For example, some students learn best working independently with programmed materials while others prefer a more teacher-directed experience, and still others prefer student-to-student learning. Tests have been designed to determine how a student uses symbols to solve problems, how he uses his senses and inference processes when faced with a situation which has no existing meaning for him, and how he searches for meaning in his environment. The data is used to produce a learning style profile for each student.

On a pilot basis, we are the first school district in the nation to use learning style profiles to design learning experiences for students. For three years the high school guidance department has been using the profiles for general guidance purposes and the social studies department has been using them to create individualized learning experiences for students. During the first year of our project we helped develop a "card sort" technique to obtain learning style profiles for secondary students [the "card sort" replaced a more cumbersome battery of tests] and a set of tests to obtain profiles for elementary students.

THE "LIVING/LEARNING" GROUP

As mentioned above, teachers locked into a rigid form of organization will not be flexible enough to meet the humanistic needs of their students. To solve this problem we have been using a form of organization we call the "living/learning" group. In a living/learning group, a team of teachers works with a group of students for a minimum of three years. The basic purpose of the group is to achieve a set of clearly specified long-range behavioral objectives determined by the district staff and additional more immediate objectives determined by the group. They are built on the needs, interests, and skills of the group members and the resources available to the group in the district and community. There is no predetermined rigidly prescribed content to be taught or materials to be "covered." The group, in essence, plans its own curriculum emphasizing humanization of instruction and a uniquely personal relationship between teachers and students. Guidance is a primary justification for a living/learning group.

We have a living/learning group operating in our elementary school. It consists of six teachers with a multi-age population of 150 third, fourth, and fifth grade students. As the result of a workshop conducted in the summer of 1973, it has tentatively decided to reorganize our entire traditional departmentalized middle school into living/learning groups in the fall of 1974. [A report on the workshop is available upon request.]

In summary, the major accomplishments of the first year have been:

1. Implementation of a confluent education workshop and development of additional humanistic education in-service experiences for teachers.
2. Further development of learning style profile technique.
3. Extension of living/learning form of organization.

We are, of course, participating in some of the common activities of all consortium schools, such as using a a poet-in-residence or creating new ways to use the aesthetic education "packages" developed by the Central Midwest Regional Laboratory.

In addition to the three major efforts described above and the common Project SEARCH activities, we are, on a lesser scale, developing other techniques of humanizing education. For example, we have provided an Inquiry Processes workshop for approximately thirty teachers so they can begin to use Inquiry Processes techniques to humanize their teaching. Classroom teachers typically engage in about five forms of inquiry with students. Dr. Robert Burkhart of the State University College at Buffalo has developed a performance oriented system [based on an "inquiry processes grid" which identified a variety of mental functions in terms of behavior] that enables them to engage in 12 to 15 types of inquiry activity. This knowledge of 15 alternative forms of instruction, some of which are associated with creativity, enables teachers to choose consciously those processes that appear to be most needed or stimulating for the learning of their students. Such teachers possess increased competency because they can "call their shots" according to the specific learning process involved, and make them. Inquiry processes is a tool that can be used immediately by the individual teachers as a guide to curriculum planning, resource selection, etc.

GREECE

The emphasis in Greece's project was on intensive teacher training. Eighty of the district's 700 teachers were released from classroom duties for fifteen days [over a semester's time] to participate in SEARCH workshops. Approximately 3,000 of Greece's 13,500 students were affected. The SEARCH workshops emphasized [1] teacher awareness of his/her values, attitudes, and behavior and their impact on peers and students, [2] increasing teaching skills in the areas of affective learning, valuing, interdisciplinary processes, and reasoning, [3] teacher designed, implemented, and evaluated "Action Plans," for classroom use, the Action Plans incorporated SEARCH goals, and, [4] development of theoretical bases for understanding the humanities and humanistic approaches. Project personnel also supported staff development programs in two of its nineteen buildings where teachers, nurses, secretaries, teacher aides, administrators, and parents worked together on SEARCH objectives to effect a change in the total school environment. This part of the program will be expanded in 1973-74 to other buildings. Greece's goal is to have trained 300 teachers by the end of the second year.

A highlight of the project was its use of performing arts groups such as the Brockport Dance Company, a local jazz group, Belgrade Theatre Company, etc. Teachers made good use of the SEARCH library. Many teachers used the library to augment their training or to glean new ideas or methods from their reading.

MILLBROOK

With the introduction of television equipment, Project SEARCH has surged forward at Millbrook High School. Recently, students filmed one of their culminating activities dealing with Africa entitled "African Rite." The production - and that was just what it was - involved all the disciplines: home economics provided authentic costumes made by the students themselves; music groups created their own musical instruments; social studies and English researched and created a filmable script dealing with tribal customs. On the day of the event, the ceremony was simulated in the school auditorium with everyone joining in, rather than having the traditional spectator-actor division. The auditorium rang with music and joyful dialogue while television cameras whirred away. Later, in the morning, the students prepared an African feast consisting of exotic and unfamiliar foods. The event was a decided success.

Another unit concerned itself with the development and the consequences of industrialization. The students traced the history of both the automobile and the airplane - really mini-courses - ending in field trips, including one to study the local airport. Here the students perused flight plans, sat behind flight simulators, and watched one of their peers - who is in the throes of learning how to fly - take his first solo flight. From these activities, students with little teacher direction created an after-school activity, making their own daily television programs, entitled "A Search For Sorrow." Each installment lasted only ten minutes, but the reception from the non-Project SEARCH classes was so enthusiastic that the films had to be shown more than once. Having the television equipment has eased joint planning among all the disciplines.

Working in this medium, students see themselves as they are and as they hope to be, deciding and valuing as to the directions they wish to take. In response to the use of this equipment, students are themselves creating units of activity with a very positive attitude toward learning. TV equipment is helping us gain skill in all the objectives of Project SEARCH.

NEW HARTFORD

New Hartford emphasized the projects that students carried through, many of which involved the community. In "Election '72", the entire school was involved in videotaping campaign speeches, preparing posters and campaign literature, planning strategy, listening to actual candidates who visited the school, organizing rallies, then registering and voting. Out of this effort came a Senior Citizens Project, the plight of the elderly having been a campaign issue. Students visited the elderly and worked at nursing homes and senior citizen centers.

Ninth grade New Hartford students also produced and directed and acted in an 8 mm. sound film on the concept of time, and in the future the making of a film relevant to a concept being studied will be part of ninth graders' curriculum. Several students published a humanities book entitled "Inner Illusions," containing student writing and art. Seventh graders formed a real corporation to manufacture candles, elected directors, sold stock, made a ten per cent profit and paid off student workers. In all cases, and in many more than mentioned here, teachers were unusually enthusiastic and community support widespread. Students said they preferred this sort of school experience to the traditional.

ST. FRANCIS de SALES

The parochial school in Utica is St. Francis de Sales, a catholic institution with 617 students in both high and elementary schools. Its 365 high schoolers became, this year, this school's first students to be actively involved in an innovative program in the district.

The program, a community-involvement one, came into being following a poll of students favoring the idea last June. Every other Monday, all students are released to spend much of their day working with people in the community -- in nursing homes, hospitals, clinics with grammar school students, giving swimming lessons to children, teaching art to first graders, working with the blind; in all, a program structured on the real, palpable world, and not merely abstractions of it.

Teacher training preoccupied those de Sales teachers who were involved with SEARCH, but some innovations were brought about with the merging of disciplines, one example being a poetry program in Spanish. Students wrote their poems in Spanish, with an English translation. Students assisted one another, sharing strengths in writing and in language. Art also overlapped the project for some students who chose to illustrate the poems.

St. Francis de Sales spent much of the 1972-73 school year exploring means of building a stronger, more

effective community. In the fall term, the school investigated community interaction through group meetings with parents, with the theme of "that is what we can do at this point; can you volunteer your skills and abilities to aid us?" High school students crossed disciplines and explored resources in preparation for an "open house" presentation which challenged their creative abilities. The resulting intermingling of times and cultures provided a Greek Banquet, Medieval Fair, Spanish Cafe, historical debates and chemistry, art, music and physical education demonstrations. The evaluation of this activity, early termed "Extravaganza Night," included greater student and teacher awareness of interdisciplinary potentials, as well as an eye-opener to the public that a high school student's daily school life is an active cross cultural involvement.

As part of their course, upper classmen in the art program were given options of regularly teaching art within the elementary school - which has opened an effective three-way communication [elementary teacher, elementary student and high school student]. In the course of the year, French and art students traveled to local Catholic grammar schools to conduct mini courses. CERMEL materials were investigated by high school students working in the elementary school.

The high school art and literary magazine expanded its format, incorporating themes of brotherhood and community spirit, as well as man's inhumanity. April was declared "Poetry Month," as our poet-in-residence, Eve Merriam, proved to be an effective catalyst to elementary, high school and faculty people in a common linkage through poetry.

Faculty committees studied educational routes to proceed in building on the basic themes of brotherhood as a total school program - with the goal of acceptance of one another. Questions as, who are we [ethnic, cultural, historical backgrounds], how do we foster the concept that we accept ourselves as equals, etc. - evolved in a pyramid outline leading toward the school goal.

Elementary and high school faculty evaluated and devised grading and report card procedures which place a greater emphasis on development rather than isolated momentary achievement [or lack of].

Participation in SEARCH for DeSales has proved to internally strengthen the whole school program as each faculty member develops greater awareness and draws upon the questions of morality, valuing and decision-making - all of which had traditionally existed within the school's required religion courses.

UTICA

Utica's twenty-two public schools and 800 teachers make it the largest school district involved in SEARCH. All 800 teachers went through once-a-month training sessions via program learning instruction, the first year, to learn the SEARCH objectives and how to develop them in the classroom. Records and notes were kept for Title III on the packets completed by the teachers. A semantic differential was built into every packet to measure affect over the course of the year. When the packets were completed, the teachers submitted on a revised curriculum format sheet the completed units that they developed over the course of the year. Seventy-five of the best units were selected and published as model resource units in the school program.

Among the seventy-five chosen: a unit on impressionism, using music, art, social studies and English, a unit on the Age of Jackson, which cuts across six subjects; an ecology unit which includes just about the entire range of school study: a first grade unit in weather which includes language arts, history, art, music, social studies and mathematics.

Utica teachers, along with consultants from the General Learning Corporation, developed a ten strand integrated K-12 curriculum along the "DaVinci" model.

The teachers began their year-long studies feeling they were being fed old stuff in new packages. But with the revelation of SEARCH's four main objectives and when the broad, renewing purpose of the project became clear, attitudes changed and the year ended on a positive, forward-looking note. The school district did not impose any new concepts on the students during the first year, except as individual teachers subtly changed their style. The district concentrated totally on teacher training.

Among future plans for Utica: a literary journal to be published jointly by the pilot public and parochial schools; a "yellow book of learning resources" listing community resources for students and teachers. Teachers, students and parents are expected to visit museums, parks, state and federal offices, chamber of commerce, greenhouses, courts, nursery schools, dry cleaners, people of unusual skills, trades. These will be listed in order to demonstrate that learning is possible everywhere in the community.

NOW AND THE FUTURE

The innovative success in the first year of SEARCH is clear for anyone to read; and implicit too are the problems it faces because of its departure from tradition.

It is the nature of any experiment to be intractable at the outset, but in the brief history of SEARCH, because of the total commitment by the State, from the Commissioner to the teacher in the project classroom, enthusiasm is high, the sense of belonging to a team of specialists in search of a quiet, historic change, is strong. SEARCH is preeminently a humanities-based program, but it is about to place increased emphasis on the arts. The JDR 3rd Fund is ready to support such expansion. The philosophy undergirding the Division of the Humanities and the Arts is that the arts should be built into the lives of all students and not only the talented 15 per cent, as has been the tradition. Approaching a student only with cognitive methods leaves his entire sensory apparatus to chance, whereas through exposure to the arts -- music, painting, drama, film, dance, sculpture, architecture, poetry-recital, multi-media happenings -- the student's entire being gains knowledge and awareness in new, experiential ways.

The presence of an artist among the students is another enormously stimulating way of learning. All SEARCH schools had a poet-in-residence for a week during the past year and the response is continuing, students still sending the poet their own poetry for appraisal. This practice will be continued in the future with other artists.

In October the SEARCHers had two retreats with Robert Bundy, a futurist in education, who focused on the role the arts are likely to play in the post-industrial society years ahead and how the project leadership can best serve SEARCH schools through the arts.

The retreats were a direct result of the success of limited arts programs in the project schools during the first year and the growing demand by SEARCH coordinators and teachers for further exposure to artists and their work.

It is SEARCH's philosophy that the integration of the arts and the humanities with science and technology is a powerful way of helping people solve the dilemmas the technological culture has created. Creating aesthetic values in a technicist world is the goal. This is summarized by Dr. Thomas D. Sheldon, Deputy Commissioner for Elementary, Secondary, and Continuing Education who has said: "Never before in history has the impact of technology been so profound. Now we must strive for advances in the conquest of human behavior, human creativity and a deeper understanding of mankind."

SUPPLEMENTARY REPORT

The first year of Project Search provided much information concerning new and developing interests in Project Search: increased attention to the arts, dissemination of instructional materials, as well as new perspectives in evaluation. Each of these new thrusts have led to heightened planning and development in the following areas:

ARTS

In the fall of 1973 Project SEARCH consortium representatives attended workshop-discussion sessions led by Dr. Robert F. Bundy of Syracuse University in which they investigated the role of the arts and humanities in a post-industrial society. From these discussions emerged recognition of the need for assistance in planning arts curricula relevant to Project SEARCH goals and objectives.

Currently districts are involved in organizing community, staff and students to work toward the implementation of relevant arts programs. Gene Wenner of the JDR 3rd Fund, Richard D'Anjou and Theodore Berger of the Foundation for the Arts, the staff of the Division of the Humanities and the Arts and the Project SEARCH Statewide Coordinator of Arts are providing consultation.

Utilizing Project SEARCH monies, Utica obtained Dr. Louis Angelini, Professor of Music at Utica College, in the role of composer-in-residence at the three Utica High Schools. Dr. Angelini stimulated students to create their own scripts, poetry and prose readings which were further developed by work in improvisational light, sound, color, movement and dramatics. The finished, coordinated arts production was presented to school and community.

Greece Central School District has expanded the artist-in-residence programs by providing artist-led workshops for students. Fredonia has organized "house" and "cluster" flexible teaching situations to provide facilities to integrate the arts with basic subjects. Millbrook's Allan Place School faculty has

requested training in aesthetic education which will be presented in workshop sessions developed by Maurice Reicchia and Frederick Wilhelm of the Department of Elementary Education at SUNY New Paltz.

Districts are beginning to develop local arts resource directories, to involve community in the planning of arts curricula, and to utilize the arts in dynamic new methods of staff development.

In Project SEARCH, education is approached through the arts as a way to increase active participation of the whole person in creative learning.

EVALUATION

As Project SEARCH moves into its second year, the evaluation is taking on new dimensions. The Central Administration Team has turned to several leading educational consultants in an effort to develop and validate new instruments to measure the changes in students' behavior in the four SEARCH areas: development of reasoning skills, affective learning, interdisciplinary approaches, and the valuing process.

Professor Bruce Tuchman, of Rutgers University, has developed a set of pen-and-paper tests aimed at measuring students' abilities in each of these four SEARCH areas. As this report goes to press, these tests are being reviewed by the Central Administration Team and members of the Statewide Coordinating Committee in an effort to make the evaluation as responsive to the needs of the constituencies as possible.

Professor Albert Higgins, State University of New York at Albany, is coordinating a videotape analysis of students' interactions for Project SEARCH. This technique consists of videotaping student discussion of a "value clarification" film. The students are given only minimal instructions or direction, and an opportunity to interact and explore their values and feelings about the film they have just seen. Professor Higgins is developing a scoring mechanism to quantify students' behaviors related to the behavioral qualities which Project SEARCH tries to develop. Using this scoring mechanism, graduate students will view the videotapes, taken at both SEARCH and non-SEARCH schools, and apply numeric values to the students' interactions. This technique is a new and innovative approach to the assessment of an educational change project. It reflects the project's commitment to humanizing all aspects of the endeavor.

In addition to the two evaluation instruments described above, the Central Administration has purchased one thousand copies of QUESTA II, an in-depth attitude study designed by the Secondary School Research Program of the Educational Testing Service. QUESTA II can be administered to a sample of students, teachers and administrators within a school building or district. It provides feedback on the range of attitudes towards all areas of curricular and extra-curricular activities. Four districts in the project will be utilizing QUESTA II in Spring 1974. The inclusion of QUESTA II reflects the desire of the project participants to inquire into the changing attitudes as well as student performance in the participating schools.

The evaluation of Project SEARCH has been and will continue to be an on-going and dynamic process. Beyond the commitment to do an in-depth and comprehensive evaluation of the project's activities, the Central Administration hopes to encourage the development and validation of new instruments which will measure students' capabilities and activities in the SEARCH objectives.

25

INSTRUCTIONAL RESOURCES

During the second year of Project SEARCH, a new position was added to the Central Administration Management Team. The role of this person was to be that of developing a management plan for the dissemination of instructional materials through the districts and the BOCES.

Since one of the original concepts of the project involved the creation of new instructional materials and curriculum, each of the project schools has been involved in some way in the development of curriculum, instructional materials or teaching strategies and inservice education. The statewide coordinating committee saw a need for coordination of the sharing of these materials since the monthly meetings do not present a practical forum for this exchange.

The development of a mechanism for sharing instructional resources among the Project SEARCH pilot districts and for dissemination of these resources outside the project includes the use of videotapes as an instructional resource to share classroom experriences among teachers in the pilot districts. These videotapes are supplemented with written materials such as learning activity packets, curriculum units, etc. This also includes dissemination of materials and videotapes which outline the planning and implementation of inservice workshops.

A model has been developed for the planning, implementation and dissementation of a community resource survey. A team of students who will be trained in developing, implementing and evaluating surveys will carry out the survey and compile and disseminate its findings. In addition, the SEARCHER is used as a vehicle for the sharing of instructional resources and classroom activities and for developing a vehicle for communications among project SEARCH teachers. A Central Administrative Office resource file has been developed which is easily accessible to Project SEARCH teachers and staff and to Division staff working in the pilot schools.

PROJECT SEARCH STATEWIDE COORDINATING COMMITTEE

Project Schools

Fonda-Fultonville

Fredonia

Greece

New Hartford

Utica

St. Francis de Sales, Utica

Millbrook

BOCES

Hamilton-Fulton-Montgomery

Oneida-Madison-Herkimer

Monroe County #2

Dutchess

Chautauqua

State Education Department

Division of the Humanities and the Arts
SEARCH Historian

Division of General Education

Division of Evaluation

Division of Pupil Personnel Services

District Coordinators

Adrienne Vogrin
Assistant Supervising Principal for Curriculum/Instruction

Carl Olson, Jr.
Assistant Superintendent for Curriculum

Harold Bowman
Director of Curriculum

Robert Hughes,
Chairman of the Statewide Coordinating Committee,
Secondary Supervisor

Angela Elefante,
Project SEARCH Coordinator

Sister Carolyn Schanz,
High School Principal

Henry Sautter,
Humanities Coordinator

Representatives

Kenneth Smith,
District Superintendent

John Blumberg,
Administrative Assistant

Richard Santay,
Assistant District Superintendent

Herbert Liberman, Director,
Instructional Services

Richard Miga, Director,
Instructional Programs

Katherine King,
Associate in Humanities Education

Donald Bragaw, Chief,
Bureau of Social Studies

George Whitcomb II, Assistant
Educational Research

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Bureau of Guidance

ACTIVE WITH THE STATEWIDE COORDINATING COMMITTEE

David Abbey	Ontario Institute for Studies in Education
Betty Baker	Division of Evaluation
Jerrilee C. Bunce	SEARCH Coordinator for Multi-Arts
Richard Burton	ESEA Title III Program Liaison
William R. Clauss	SEARCH Coordinator for Humanities Education
Lawrence Coulter	Performing Arts Unit
Anaida Colon-Muniz	Task Force on Student Affairs
Brenda Curry	Task Force on Student Affairs
Mary Daley	SEARCH Consultant: Instruction Materials
Bernadette Eichler	Supervisor of Elementary Education, Utica
Joseph Fitzgibbons	Project SEARCH trainer, Greece
John Glennon	Principal, Millbrook Elementary School
Gerard Graniero	Board of Education Representative, Utica
Hal Hiteman	Assistant Project Coordinator, New Hartford
Michael LaBella	Supervisor of Secondary Education, Utica
Dee Lindsay	Project SEARCH trainer, Greece
Donald Lown	Supervisor: Research and Evaluation, Greece
Robert Marotta	Project SEARCH Evaluator, Fonda-Fultonville
Elliott Masie	SEARCH Research Consultant in Evaluation
Robert Reals	Bureau of Art Education
Sister Dorothy Root	Principal, St. Francis Elementary School, Utica
Harold Talbot	Junior High School Assistant Principal, New Hartford
A. Theodore Tellstrom	Bureau of Music Education
Charles J. Trupia	SEARCH Coordinator for Administration
James Van Slyke	Principal, Junior High School, New Hartford
Gene Wenner	The JDR 3rd Fund

CENTRAL ADMINISTRATION MANAGEMENT TEAM

Project Director	Vivienne Anderson

Project SEARCH Staff

Statewide SEARCH Coordinators:	
Coordinator of Central Administration of Project SEARCH	Charles J. Trupia
Coordinator of Humanities Education, Development and Dissemination	William R. Clauss
Coordinator of Multi-Arts Development	Jerrilee Bunce
Research Consultant - Evaluation	Elliott Masie
Research Consultant - Instructional Resources	Mary Daley
Assistant Coordinator for Humanities Education and SEARCH Coordinating Committee	Katherine V. King

Division of the Humanities and the Arts staff

Music Education	A. Theodore Tellstrom
Art Education	Robert Reals
Performing Arts Education	Lawrence Coulter
Youth Affairs	Brenda Curry
Youth Affairs	Anaida Colon-Muniz

MATERIALS ABOUT PROJECT SEARCH

PROJECT SEARCH SYSTEMS DESIGN

This plan charts [a] agencies participating in the project: the project school districts, New York State Boards of Cooperative Educational Services, New York State Education Department with financial support from Title III of the Elementary and Secondary Education Act and the JDR 3rd Fund; [b] the evaluation and management subsystems; [c] the operations of the pilot districts through the SEARCH Statewide Coordinating Committee.

The Systems Design indicates the relationships between the participating agencies, the flow of activities and services between these agencies, and the decision points in planning.

PROJECT SEARCH MANAGEMENT PLAN

Under the major headings of management, funding, staff, development, evaluation and dissemination, this chart summarizes chronological developments in these areas during 1972-73, the first year of Project SEARCH.

PROJECT SEARCH MANAGEMENT NARRATIVE

Based on the SEARCH Management Plan and arranged in the same sequence, this companion resource provides fuller descriptions of the brief statements on the chart.

DEVELOPING INSTRUCTIONAL OBJECTIVES

Dr. David S. Abbey of the Ontario Institute for Higher Studies prepared this guidebook for Project SEARCH teachers. The material assists teachers to prepare behavioral objectives. The content of the guidebook is derived from three sources; the SEARCH objectives, several published works on behavioral objectives, and a series of workshops and consultations with project coordinators, evaluation specialists, and teachers from Project SEARCH schools.

29

VALUING

Dr. David S. Abbey, Project SEARCH consultant, also developed a set of discussion guides with which groups of approximately fifteen people apply the steps in the valuing process. The students, teachers and parents who have participated in these sessions learn the rational steps through which they make daily choices.

SLIDE NARRATIVE

The narrative of the slide/sound presentation which gives an overview of Project SEARCH, has been reproduced in printed form for those who wish to learn more about the goals, participants and activities of the project.

MESSAGE TO TEACHERS

A four-page brochure outlining the scope and intent of the project to teachers not yet involved in the Project SEARCH effort. The brochure includes a map of New York State and the sites of educational agencies involved.

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